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ABSTRACT

This book introduces readers to issues, debates and literatures related to a number of central areas of practice in adult education and training, especially in Australia. It is intended as a first attempt to define the field of adult education in Australia in an analytical and theoretical, as opposed to a theoretical and practical sense. Written by Australian professionals in adult education, the book contains 17 chapters organized in 4 parts. Part I discusses knowledge that is fundamental to adult education practice. The following five chapters are included: "A Framework for Understanding Adult Learning and Education" (Griff Foley); "Understanding Adult Learners" (Philip Pogson, Mark Tennant); "Teaching Adults" (Griff Foley); "Program Development in Adult Education and Training" (Michael Newman); and "Issues in the Evaluation of Adult Education" (James Athanasou). Part II explores various aspects of the scope and context of Australian adult education and training in four chapters: "Policy and Provision in Australian Adult Education and Training" (Ann Whyte, Alastair Crombie); "The History and Political Economy of Australian Adult Education" (Griff Foley, Roger Morris); "Research in Adult Education and Training" (John McIntyre); and "Reading the Discourses of Adult Basic Education Teaching" (Alison Lee, Rosie Wickert). Part III is devoted to the central current issue in Australian adult education, the relationship of workplace change, adult learning, and training. Chapters are as follows: "Organizational Learning: Basic Concepts" (Laurie Field); "Understanding and Facilitating Change in the Workplace" (Hank Schaafsma); "Competency-based Education" (Clive Chappell, Andrew Gonczi, Paul Hager); and "Cross-cultural Training in the Australian Context" (Daphne Brosnan, Hermine Scheeres, Diana Slade). Part IV explores a number of other contemporary developments in the theory and practice of Australian adult education and training: "Experience-based Learning" (Lee Andresen, David Boud, Ruth Cohen); "Women and Learning" (Sue Knights); "Adult Education and Indigenous Australians" (Michael McDaniel, Rick Flowers); and "Adult

Education and Social Action" (Michael Newman). The book ends with "Conclusion: Coming to Grips with Complexity" (Griff Foley). Contains 460 references, an author index, and a subject index. (KC)

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